DOCUMENT RESUME

ED 065 960 EC 042 828

TITLE	Physical Education and Recreation; A Selective Bibliography.
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SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
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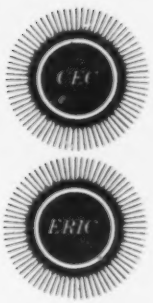
DESCRIPTORS	Abstracts; *Bibliographies; *Exceptional Child Education; *Handicapped Children; *Physical Education; *Recreation

ABSTRACT

The selected bibliography of physical education and recreation for handicapped children contains approximately 70 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1965 to 1971. (CB)

ED 065960



PHYSICAL EDUCATION AND RECREATION

A Selective Bibliography

July 1972

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 612

EC 042 828E

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Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

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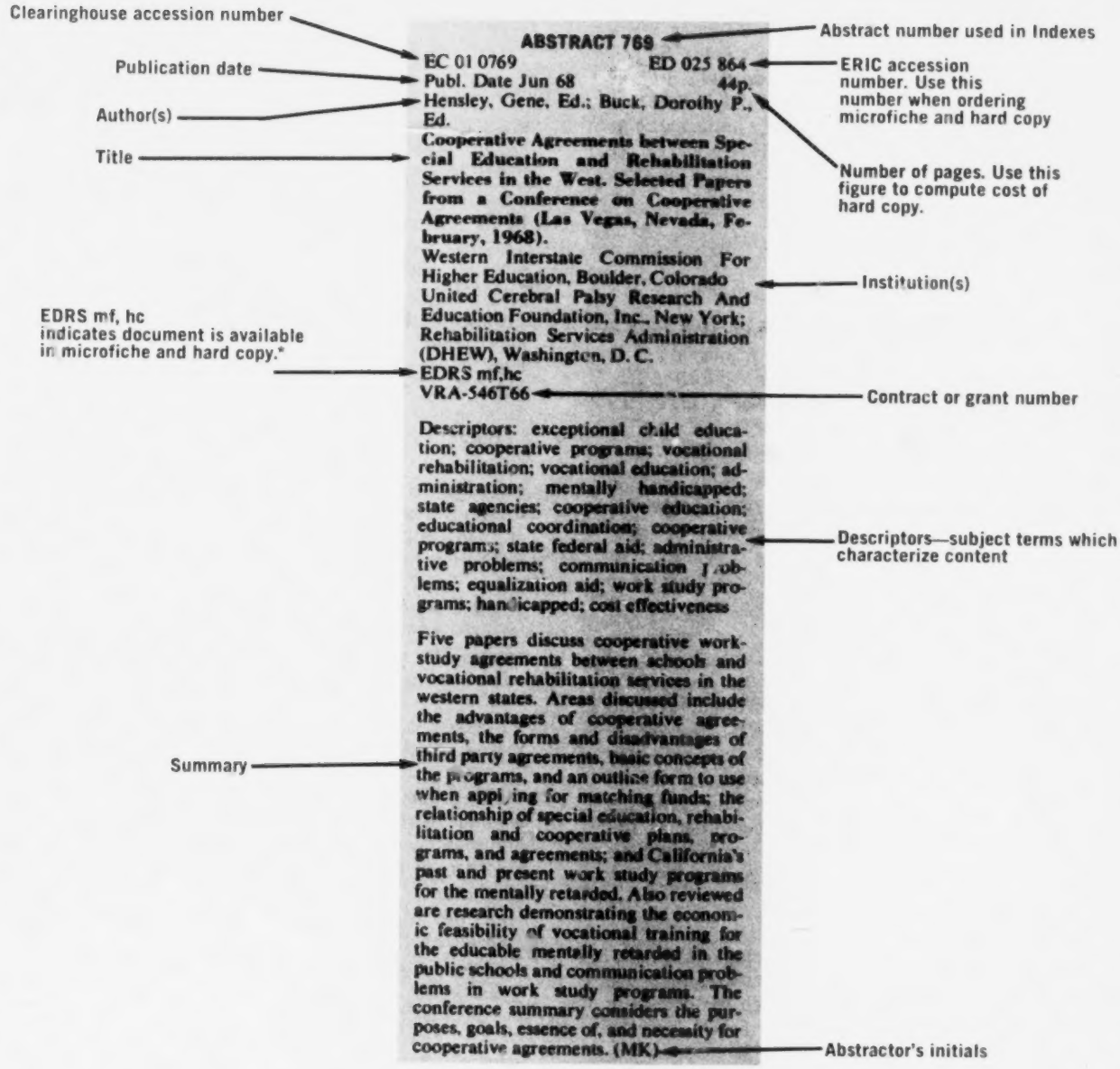
Clearinghouse accession number
ABSTRACT 769
Abstract number used in Indexes
Publication date
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
Institution(s)
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf, hc indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Summary
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

Terms Searched

Index terms used to retrieve information on *Physical Education and Recreation* from the Center's computer file of abstracts are listed alphabetically below:

Athletic Activities
Athletic Programs
Athletics
Camping
Co-Curricular Activities
Leisure Time
Physical Activities
Physical Education
Physical Education Facilities
Physical Fitness
Physical Recreation Programs
Playground Activities
Recreational Activities
Recreational Facilities
Recreational Programs

Journals

Abstracts of journal articles from the following periodicals appear in this bibliography:

Academic Therapy Quarterly
Education of the Visually Handicapped
Exceptional Children
Rehabilitation Research and Practice Review
Rehabilitation Teacher
Teaching Exceptional Children
Therapeutic Recreation Journal

ABSTRACTS

ABSTRACT 10093

EC 000 382 ED 017 088
Publ. Date 66 94p.
Recreation and Physical Activity for the Mentally Retarded.
Council For Exceptional Children, Washington, D. C.
American Assn. For Health, P. E. And Recreation, Washington, D. C.
EDRS Price 0.50

Descriptors: exceptional child education; physical education; curriculum; mentally handicapped; recreation; physical activities; recreational activities; recreational programs; art activities; creative activities; handicrafts; music activities; educational objectives; teaching guides

Special educators, physical educators, parents, and volunteers can provide recreation for the mentally handicapped. Background information about the mentally handicapped and their special needs in a recreational program are considered. Objectives of play and of recreational programs and suggestions for program implementation and instruction are presented. Specific examples of varied types of activities are listed. Included is a 114-item annotated bibliography. This document was published by the Council for Exceptional Children and the American Association for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036, $2.00. (HJ)

ABSTRACT 10121

EC 000 739 ED 016 319
Publ. Date 66
Fait, Hollis F.
Special Physical Education, Adapted, Corrective, Developmental.
EDRS Price 0

Descriptors: exceptional child education; curriculum; physical education; handicapped children; children; psychological characteristics; program administration; teaching procedures; visually handicapped; aurally handicapped; cerebral palsy; orthopedically handicapped; cardiac (persons); mentally handicapped; socially maladjusted; mental illness; mental retardation; nutrition; games; physical fitness, dance; older adults

Written for prospective physical education teachers in a variety of settings, the book has three objectives--(1) to introduce briefly the nature of various handicapping conditions, (2) to delineate their psychological implications, and (3) to suggest suitable games and activities. Historical background, a basis for understanding the handicapped, administrative principles, and characteristics of an effective adapted physical education program are provided. The following disorders are considered--visual handicaps, auditory handicaps, cerebral palsy, orthopedic defects, heart conditions, convalescence, nutritional disturbances, other physical conditions requiring adapted physical education, mental retardation, social maladjustment and mental illness, and aging. The following activities and topics are treated--basic skill games, rhythms and dance, individual sports, dual games, team games, swimming, weight training, outdoor education, corrective body mechanics, and developmental programs for physical fitness. An appendix includes suggested films and filmstrips for teachers, film sources, record sources, professional organizations, societies and associations, and periodicals. This document was published by the W.B. Saunders Company, Philadelphia, Pennsylvania. (DF)

ABSTRACT 10297

EC 001 120 ED 017 103
Publ. Date 66 113p.
Gordon, Sol; Golub, Risa S.
Recreation and Socialization for the Brain Injured Child.
New Jersey Assn. For Brain Injured Child., East Orange
EDRS Price 0.50;4.60

Descriptors: exceptional child education; learning disabilities; recreation; ophthalmology; parent counseling; recreational programs; children; socialization; minimally brain injured; recreational activities; social recreation programs; games; program administration; perceptual motor coordination; perceptual development; primary grades; guidance; parent attitudes; adolescents; summer programs; day schools; day camp programs; program planning

Designed for parents and specialists planning therapeutically oriented recreational and socialization programs for brain injured children, this document contains 13 chapters by different authors. Activities discussed are generally noncompetitive, emphasizing structure and limit. Discussed are (1) the role of the optometrist with the inadequate learner, (2) organization and administration of recreational programs, (3) activity guides, (4) games and exercises for adolescent boys, (5) recreation and socialization activities for the adolescent girl, (6) instructional swimming programs, (7) a therapeutic recreation program, (8) organization of a summer day camp, (9) an individual and group perceptual motor training program, (10) a day school recreation program, (11) perceptual motor training for early primary grade children, (12) guidance for parents, and (13) parent counseling. Views from parents are reported. A supplement treats preschool perceptual skills and optometric visual care. Concerned organizations, resources, and a 50-item bibliography are provided along with individual bibliographies for some chapters. (JD)

ABSTRACT 10328

EC 000 541 ED 012 141
Publ. Date 05 Jan 67 262p.
Goheen, Royal L.
The Development and Evaluation of Three Types of Physical Education Programs for Educable Mentally Retarded Boys. Final Report.
Boston Univ., Massachusetts, School Of Educ.
EDRS Price 1.00;10.56

Descriptors: exceptional child research; mentally handicapped; physical education; educable mentally handicapped; psychomotor skills; athletics; males; adolescents; children; physical fitness; social adjustment; Latchaw Motor Achievement Test; AAHPER Youth Fitness Battery; Corvell Social Adjustment Index

Three physical education programs, skill oriented, play oriented, and free-play oriented, were developed. These programs were examined initially by seven experts and then subjected to a pilot study. The revised programs were taught by research assistants to six experimental groups which included 82 boys at two state schools for the mentally retarded. The instructional period was 39 class hours (13 weeks) in duration exclusive of time taken for purposes of evaluation. The programs were evaluated on the basis of pretests and posttests which ascertained achievement levels in items relating to physical fitness, motor ability, and social adjustment. Major conclusions were (1) that the skill oriented groups at both schools indicated significant improvement in a greater number of test items than did the others, (2) that these same two groups indicated a more uniform improvement in motor ability items, (3) that the skill oriented group at one school indicated significantly better performances than the other groups at that school in the pull-ups and volleyball wall volley, (4) that both the skill oriented and free-play group at this school were significantly better than the play oriented group in the basketball wall pass. A major recommendation is that a skill oriented physical education program, similar to the one developed in this study, be utilized for educable mentally retarded boys. (UM)

ABSTRACT 10384

EC 000 861 ED 015 594
Publ. Date 65
Daniels, Arthur S.; Davies, Evelyn A.
Adapted Physical Education, Principles and Practice of Physical Education for Exceptional Students. Second Edition.
EDRS Price 0

Descriptors: exceptional child education; recreation; physical education; handicapped; recreational activities; physical activities; anatomy; adjustment problems; adolescents; amputees; aurally handicapped; camping; cardiac (person); cerebral palsy; children; college students; emotionally disturbed; epilepsy; handicapped children; physically handicapped; special health problems; student adjustment; visually handi-

capped; mentally handicapped; emotionally disturbed; administration

The three purposes of this book are (1) to show how physical education activities may be adapted for exceptional students at all levels of school, (2) to serve as a practical guide to physical education personnel who wish to work for full development of each student, and (3) to serve as a text for students in training, teachers, and therapists. Part 1 defines the problem in terms of children to be served, society's changing attitudes toward those with disability, and adjustment problems. It also reviews anatomy, kinesiology, and physiology of exercise. Part 2 considers physical education in relation to children with specific disabilities such as amputations, heart conditions, cerebral palsy, epilepsy, poliomyelitis, visual and auditory handicaps, and special health conditions. Programs for children with emotional instability, behavior problems, or mental retardation are discussed briefly. Part 3 considers a number of administrative-organizational topics and the values of aquatics and camping. A final chapter examines several questions related to life after the school program is completed. Selected bibliographies follow each chapter. This document was published by Harper and Row, Publishers, 49 East 33rd Street, New York, New York 10016, and is available for $8.50. (DF)

ABSTRACT 10456

EC 001 209 ED N.A.
Publ. Date Nov 68 103p.
Birenbaum, Arnold; Schwartz, Arthur L.

Recreation for the Mentally Retarded--A Community Based Program.

New York Assn. For Help Of Retarded Children, N. Y.
EDRS Price 0.50;4.20

Descriptors: exceptional child research; recreation; mentally handicapped; community programs; interagency cooperation; interagency planning; community agencies (public); educable mentally handicapped; trainable mentally handicapped; demonstration projects; children; adolescents; young adults; self care skills; agency role; questionnaires; participant satisfaction; parent reaction; recreational programs; social agencies; program evaluation; recreational activities; community services; program planning; interpersonal competence; New York City

The major objective of this 3-year research and demonstration project was to test the feasibility of extending the responsibilities of community work agencies in New York to include the mentally retarded. The 13 participating group work agencies received financial support as well as consultative, intake, and professional training services from the project staff. In all, 27 groups of retardates (IQ's 35 to 75) were created, numbering from 10 to 15 members. Activities were predominantly task oriented for the youngest group (ages 8 to 12), unfocused and expressive for the adolescents (ages 13 to 17), and concerned with group goals and needs for the young adults (ages 18 to 30 and over). Self care skills were stressed with the peer groups serving as mechanisms to increase social skills. The turnover rate, about 58 percent of the participants, was highest in the children's and adolescents groups in low income areas. Parent questionnaires, coming primarily from the families of children remaining in the program, indicated satisfaction with the program's content and context as well as with the changes noticed in the retarded child or adult. However, convenience and location of the agency was a major complaint (made by 38 percent of 56 respondents), and a need was demonstrated for a continuation of programs to reduce social isolation (less than one-third of the participants established friendships which carried over outside the meetings). Agency directors, whose attitudes were conducive to the permanent establishment of suitable recreational programs, revealed in personal interviews a favorable view of serving the handicapped. The maintenance of favorable attitudes by agency directors and staffs and of interagency cooperation was found essential to the continuation of the recreational program as was the presence of the following environmental conditions--outside rather than local funding, lack of social disorganization in the community, and less need for comprehensive programs. Results indicated that expansion will occur in the next 10 years and that the program was both needed and feasible. Future plans are outlined. A seminar program, a weekly group progress record form, and a narrative meeting record are provided. (JD)

ABSTRACT 10570

EC 001 976 ED 022 278
Publ. Date 68 316p.
Carlson, Bernice Wells; Ginglend, David R.

Recreation for Retarded Teenagers and Young Adults.

EDRS not available
Abingdon Press, 201 Eighth Avenue South, Nashville, Tennessee 37202 ($4.95).

Descriptors: exceptional child education; mentally handicapped; recreation; program planning; family (sociological unit); activities; group activities; adolescents; young adults; music; games; recreational programs; hobbies; handicrafts; community involvement; social development

Intended for recreational leaders, classroom teachers, volunteers, and parents, the text presents guidelines for planning and conducting activities for mentally retarded youth and young adults. Consideration of understanding the maturing retardate and his social needs includes different kinds of beneficial social experiences, the maturing retardate, establishing purposes and goals for organized recreation, and areas of development. Discussion of an organized program treats the roles of director, parents, and volunteers; the program structure; and flexibility and growth. Also presented are the following: group activities such as music, games, and parties; special interests in sports, handicraft, nature and hobbies, and homemaking hobbies; and family centered activities in the community and at home. Supplementary materials listed are 17 periodical articles, 55 books and pamphlets, and 15 sources of continuing information (DF)

ABSTRACT 10573

EC 001 309 ED 021 357
Publ. Date Aug 67 67p.
Best, Helen And Others

The Effect of Structured Physical Activity on the Motor Skill Development of Children with Learning Disabilities (Minimal Brain Dysfunction).

Memphis State University, Tennessee
EDRS mf, hc

Descriptors: exceptional child research; learning disabilities; physical education; minimally brain injured; physical activities; motor development; skill development; tests; psychomotor skills; perceptual motor coordination; perceptual motor learning; children; special programs; Johnson Test of Motor Skill Development

Students in 24 perceptual development classes for the minimally brain injured were studied to determine the effect of structured physical activity on motor skill development, to compare this effect with the effect of unstructured activity, and to determine the effect of an increased amount of time of physical activity. The Johnson Test of Motor Skill Development was administered before and after an 8-week program. The experimental group of classes was given structured physical activities; the control group had regular play periods. Results indicated a statistically significant difference between the experimental and control groups ($p<.01$) with increased motor skill development occuring in the experimental group. Schedules and diaries recording structured activities used in the experimental group are included. The Johnson Test, four tables, four illustrations, and a 19-item bibliography are provided. (LE)

ABSTRACT 10679

EC 000 085 ED N.A.
Publ. Date 61 224p.
Carlson, Bernice Wells; Ginglend, David R.

Play Activities for the Retarded Child; How to Help Him Grow and Learn through Music, Games, Handicraft, and Other Play Activities.

EDRS not available
Abington Press, 201 Eighth Avenue South, Nashville, Tennessee 37202 ($4.00).

Descriptors: exceptional child education; recreation; mentally handicapped; art activities; music activities; recreational activities; dramatic play; art materials; childrens games; choral speaking; classroom games; dance; educable mentally handicapped; games; handicrafts; instrumentation; painting; playground activities; singing; trainable mentally handicapped; music; art

Activities suitable for mentally retarded children of less than 6 years in mental age are described in detail. The need to play and goals for play are discussed. Chapters consider informal and imaginative play, follow the leader, choral speaking, table work and games, handicrafts, music, and miscellaneous games. A list of 32 books and pamphlets of project ideas and background information on retardation is included. (JW)

ABSTRACT 10803

EC 003 037 ED 025 079
Publ. Date 30 Jun 67 56p.
Project on Recreation and Fitness for the Mentally Retarded.
Hamilton City School District, Ohio
EDRS not available
Charles E. Merrill Co., 1300 Alum Creek Drive, Columbus, Ohio 43216.

Descriptors: exceptional child research; mentally handicapped; community programs; physically handicapped; physical education; vocational education; educable mentally handicapped; trainable mentally handicapped; orthopedically handicapped; camping; work experience programs; perceptual motor learning; teaching methods; socialization; physical education facilities; physical activities

All educable (IQ 50 to 75) and trainable (IQ 30 to 50) mentally handicapped and orthopedically handicapped children (16,000) in special education classes in Hamilton, Ohio, participated in a physical education program of vigorous movement and varied indoor and outdoor activities. Two full time instructors, 80 volunteers, and a part time secretary made up the project staff. Five gymnasiums were used and over 3,500 students were taken on outings in the woods. Educable students were tested with a modified version of the Youth Fitness Test and, in general, the curve of the means of each test followed the same curve of the norm although the means were greater. However, there was a large difference in individual performances. In a work training experience, 31 boys over 16 years of age constructed trails and a camping area on a recreational site which resulted in an improvement in community attitude. Physical facilities, materials, and equipment of the work program are described; instructional methods and some specific activities and games used in the physical education program are presented. Teacher and student evaluations of the program were favorable. (SN)

ABSTRACT 10833

EC 003 486 ED 025 892
Publ. Date 31 Aug 68 205p.
Rarick, G. Lawrence; Broadhead, Geoffrey D.
The Effects of Individualized versus Group Oriented Physical Education Programs on Selected Parameters of Development of Educable Mentally Retarded and Minimally Brain Injured Children. Final Report.
Wisconsin University, Madison, Department Of Physical Education
Office Of Education (DHEW), Washington, D. C.;
Joseph P. Kennedy, Jr., Foundation, Washington, D. C.
EDRS mf,hc
OEG-0-8-071097-1760
BR-7-1097

Descriptors: exceptional child research; mentally handicapped; art; learning disabilities; physical education; minimally brain injured; behavior change; social development; motor development; emotional development; intellectual development; individualized instruction; group instruction; elementary school students; educable mentally handicapped; age differences; physical activities; sex differences

The investigation examined the role of physical activity programs in the modification of the motor, intellectual, social, and emotional development of educable mentally retarded children and minimally brain injured children. Forty-nine classes of children (275 educable mentally retarded and 206 minimally brain injured) participated in 20 weeks of instructional programs. Classes were randomly assigned to one of four treatments: two were physical education programs (one individually oriented, the other group oriented); one was an art program (Hawthorne effect); the fourth, a control (usual program). A battery of 32 tests was administered prior to and at the end of the experiment. Children in the special experimental programs elicited greater positive changes in their motor, intellectual, and emotional behavior than those in the control program. Of the special programs, the physical education programs were superior in modifying motor performance, the art program in altering emotional behavior, and neither was superior in modifying intellectual behavior. The individually oriented physical education program elicited greater gains than the group oriented program in measures of motor, intellectual, and emotional behavior. Positive behavior changes occurred more frequently in the older than younger, more often in the brain injured than the retarded, and more frequently in the boys than the girls. (Author)

ABSTRACT 10872

EC 000 108 ED 012 521
Publ. Date 66 36p.
A 1966 Summer Program for Children with Physical, Multiple and Mental Handicaps, June 22, 1966 to August 17, 1966, Program Evaluation.
Milwaukee Public Schools, Wisconsin, Division Of Curriculum And Instruction
EDRS mf,hc

Descriptors: exceptional child research; recreation; mentally handicapped; physically handicapped; multiply handicapped; summer programs; children; program evaluation; program descriptions; student evaluation; tests; questionnaires; test results; physical fitness; parent attitudes; attitudes; student attitudes; teacher attitudes; Doman Delacato Profile; Hayden Physical Fitness Test

This summer program for handicapped children was designed to meet the special needs of these children for socialization and better use of leisure time and to provide data which would enable the division of municipal recreation and adult education to plan future programs. Both the mentally handicapped children's program (54 participants) and the program for physically or multiply handicapped children (51 participants) consisted of games, crafts, musical activities, and field trips. Base line data were obtained from descriptions of the children by the director, the Hayden Physical Fitness Test, and an adaptation of the Doman-Delacato Profile. Questionnaires for children, staff, and parents were used for program evaluation. Results showed the range of physical fitness. The four children tested with the Doman-Delacato Profile scored on four of the five possible scoring levels, excluding the highest level. Children's questionnaire results showed a higher percentage of happy responses than either neutral or sad responses to questions about the program. Staff ratings of the program ranged from satisfactory to outstanding. Parent responses also indicated a high degree of satisfaction. (JZ)

ABSTRACT 11072

EC 002 667 ED 022 312
Publ. Date 67 22p.
Dexter, Genevie
Instruction of Physically Handicapped Minors in Remedial Physical Education.
California State Department Of Education, Sacramento, Bureau Of Health Education, Physical Education, And Recreation
EDRS mf,hc

Descriptors: exceptional child education; physically handicapped; physical education; state programs; program planning; guidelines; special programs; remedial programs; financial needs; physical activities; administration; physical handicaps; equipment; facilities; financial support; course content; course organization; California

The 1967 California Legislature enacted regulations which enable local school districts to provide appropriate physical education programs for severely physically handicapped children who cannot be served in regular programs. After a summary of regulations on eligibility, class size, and reimbursement proce-

dures, attention is given to the following: designing physical education programs to meet individual needs; procedures for initiating instruction in remedial physical education; guidelines for judging severity of disabilities; apportionment of financial allowances; requirements for a suitable teaching station; and essential equipment and supplies. Course objectives, policies for developing a course of study, and class procedures and organization are stated; an outline of course content is provided. Two appendixes include the medical evaluation form and the form for the physician's recommendation for physical education and other physical activities. (DF)

ABSTRACT 11319

EC 000 954 ED 016 327
Publ. Date 66 241p.
Buell, Charles E.
Physical Education for Blind Children.
EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62701 ($9.00).

Descriptors: exceptional child education; visually handicapped; physical education; curriculum; recreation; blind; children; case studies (education); residential schools; day schools; leisure time; games; childrens games; classroom games; primary grades; secondary grades; intermediate grades; achievement rating; athletics; athletic programs

A practical rather than a theoretical reference guide, the book discusses the need of the blind or visually impaired child for physical education. Past and present programs in public and residential schools, recreation and leisure time activities (a guide for parents), sports and interscholastic competition, active games, contests, relays, and wrestling are described. The study also considers physical fitness, achievement scales, and grade levels. An appendix lists successful blind teams and athletes and several exercises and tests. (KH)

ABSTRACT 11514

EC 003 671 ED 029 413
Publ. Date 68 144p.
Canner, Norma
And a Time to Dance.
EDRS not available
Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 ($5.95).

Descriptors: exceptional child education; mentally handicapped; creative activities; teaching methods; physical activities; music activities; dance; photographs; creative expression; preschool programs; body image; teacher role; perceptual motor coordination; teacher workshops; instructional materials

The use of creative movement and dance to help young retarded children is described through narrative and through 125 photographs which represent the physical and emotional growth of a class and illustrate activities and techniques. Teaching methods are suggested for circle activities, nonparticipants, the isolation of body parts, locomotor movements, activities with sound, instruments, and other materials, and rest period objectives and procedures. A discussion of teachers' workshops is included. (LE)

ABSTRACT 11542

EC 003 991 ED 029 444
Publ. Date 68 52p.
A Guide for Programs in Recreation and Physical Education for the Mentally Retarded.
American Association For Health, Physical Education, And Recreation, Washington, D. C.
EDRS mf
American Association For Health, Physical Education, And Recreation, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($1.25).

Descriptors: exceptional child education; mentally handicapped; physical education; teaching methods; physical fitness; psychomotor skills; athletics; athletic activities; measurement instruments; reinforcement; rewards; tests; athletic equipment; medical evaluation; inservice teacher education; volunteers; parent participation; public relations; program evaluation

The Project on Recreation and Fitness for the Mentally Retarded and the objectives of such programs are reviewed. Activity areas surveyed include physical fitness, motor ability, sports skills, special events, and recreation. Also considered are the following: testing and measuring individual progress, including psychomotor and physical fitness tests, developmental profiles, and awards; medical examinations; and facilities, equipment, and supplies. Inservice education and training are discussed, as well as activities for volunteers and parents; public relations and information needs are considered. A guide for program evaluation and a 38-item bibliography are provided. (JK)

ABSTRACT 11543

EC 003 994 ED 029 445
Publ. Date 68 146p.
Physical Activities for the Mentally Retarded; Ideas for Instruction.
American Association For Health, Physical Education, And Recreation, Washington, D. C.
EDRS mf
American Association For Health, Physical Education, And Recreation, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($2.00).

Descriptors: exceptional child education; mentally handicapped; physical education; teaching methods; skill development; perceptual motor coordination; body image; unit plan; recreational activities; physical education facilities; games; psychomotor skills; athletic equipment; athletics; physical activities; student evaluation

A viewpoint regarding physical education and recreation for the retarded is presented, and the development of fundamental motor skills, including postural orientation, locomotor, and other skills, is detailed. Teaching techniques are suggested, and activities are outlined on three levels: level 1, basic movement patterns, fundamental motor skills, initial perceptual development, primitive conceptual formation, and development of self awareness, body concept, and self image; level 2, activities of low organization in which patterns, movements and skills developed at level 1 are applied to increasingly complex situations; and level 3, adapted and lead-up activities in which patterns, movements, and skills are used to prepare the individual for participation in sports, games, and higher organized activities. Sample units on bowling and softball (level 4 activities), a classification index of all activities, a 15-item annotated bibliography, and a form for evaluation of and suggestions for the document are also included. (JD)

ABSTRACT 11550

EC 004 065 ED 029 451
Publ. Date 68 60p.
Davis, Patricia A.
Teaching Physical Education to Mentally Retarded Children.
EDRS mf,hc
T. S. Denison And Company, Inc., 5100 West 82nd Street, Minneapolis, Minnesota 55431 ($4.98).

Descriptors: exceptional child education; physical education; mentally handicapped; teaching methods; trainable mentally handicapped; class organization; basic skills; games; athletic activities; physical fitness; tumbling; recreational activities; human posture; athletic equipment; music activities

Methods for teaching physical education activities and skills to mentally retarded children are presented. General objectives are listed and the physical education program is outlined. Hints are offered for teaching the retarded child; and basic skills and rhythms are described. The following are then described: rhythm games, a volleyball unit and lead-up games, softball skills and lead-ups, basketball hints, soccer skills, a physical fitness activities unit, a stunts and tumbling unit, and relaxation activities. A summary reviews objectives, problems, and methods of physical education. (JK)

ABSTRACT 12024

EC 002 462 ED 030 991
Publ. Date (68) 46p.
Brown, Louis F.; Andrews, James B.
A Summer School Outdoor Educational Program for Culturally Disadvantaged Educable Mentally Retarded Children. Status Report.
Iowa University, Iowa City, University Hospital School
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-6-068646-1750

Descriptors: exceptional child research; mentally handicapped; disadvantaged youth; recreational programs; student evaluation; outdoor education; summer programs; camping; science instruction; homemaking skills; educable mentally handicapped; physical education; self concept; sociometric techniques; personal adjustment; tests

Fourteen culturally deprived educable mentally handicapped children (ages 126 to 168 months, IQ's 52 to 86) participated in a 7-week project to determine the effectiveness of correlating classroom instruction with camping and outdoor educational activities. The subjects were first tested for current knowledge and attitudes about science, recreational camping, and themselves; they also received instruction in homemaking, science, and camping. Then the subjects practiced on campsite what they had learned in the classroom. Finally they were evaluated by the same instruments as earlier and were given opportunity to react to the camping experience. It was concluded that the activities offered will not replace those of physical education programs and that the experiences gained and the subjects' ease in verbalizing seemed to enhance their self concept and family status. A significant change in the positive direction was noted in the subjects' concept of the magnitude of their problems in reading, health, and personal adjustment; their knowledge of natural science also showed a significant gain. No significant changes occurred in group status, although there was some shifting of children in the middle of the sociogrametric region. Recreational activity preferences were altered, although not significantly in favor of those offered. (JD)

ABSTRACT 20409

EC 002 094 ED N.A.
Publ. Date 67 27p.
Mondschein, Diane
They Can-- Camping. A Practical Approach in the Education and Socialization Process for the Educationally Handicapped Child.
EDRS not available
Academic Therapy Quarterly; V2 N2 P100-25 Win 1967

Descriptors: exceptional child services; handicapped children; camping; recreational activities; counselors; group experience; socialization

Socialization is discussed as a taught skill and a summer day camp for educationally handicapped children is described in terms of programing and staffing. Plans for development of a permanent center for personality development are presented. (JD)

ABSTRACT 20468

EC 003 409 ED N.A.
Publ. Date 64 199p.
Recreation for the Mentally Retarded; A Handbook for Ward Personnel.
Southern Regional Education Board, Atlanta, Georgia, Attendant Training Project
National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
SREB, 130 Sixth Street, N. W., Atlanta, Georgia 30313 ($1.50).

Descriptors: exceptional child services; mentally handicapped; recreation; institutionalized (persons); recreational programs; recreational activities; games; handicrafts; guides; institutional personnel; music

A recreation handbook for ward personnel in residential facilities for the mentally retarded contains ideas for games and crafts and also presents reasons for recreation and the attendant's role in providing recreation and selecting activities. Explanations for the 64 active games, 24 music and rhythm activities and 24 quiet and table games include number of players, play area required, equipment and materials, preparation for activity, playing rules, and adaptations. Equipment and materials needed and directions are given for 53 arts and crafts and for constructing inexpensive games and equipment. Appendixes include information on service and professional organizations; general publications on mental retardation and recreation, arts and crafts, and music and rhythm; sources of equipment and supplies; and facilities which participated in an attendant training project. (LE)

ABSTRACT 20763

EC 003 410 ED N.A.
Publ. Date Dec 67 223p.
Alonso, Lou, Ed.; Wessel, Janet, Ed.
Physical Education and Recreation for the Visually Handicapped; Report of the First Physical Education and Recreation Workshop for Visually Handicapped Children and Youth (Michigan State University, August 14-28, 1964).
Michigan State University, East Lansing;
Michigan School For The Blind, Lansing
American Association Of Instructors Of The Blind, Inc., Washington, D. C.;
American Foundation For The Blind, New York, New York
EDRS not available
Michigan State University Press, Box 550, East Lansing, Michigan 48824.

Descriptors: exceptional child education; visually handicapped; physical education; recreation; educational needs; teacher workshops; teaching methods; blind children; partially sighted; adolescents; educational philosophy; curriculum planning; intramural athletic programs; student evaluation; games; individual development; teaching guides; visually handicapped orientation; visually handicapped mobility

A workshop for administrators, physical educators, special educators, and others examined physical education curricula needs of the visually handicapped. Seventeen visually impaired youth simultaneously attended an intensive program of physical education designed to build skills discussed in the workshop. Discussions and papers are concerned with research and philosophy, fundamental considerations in curriculum, evaluation, and instruction, and specialized approaches to teaching physical skills such as games, stunts and tumbling, track and field, and swimming and wrestling. There is a 134 item bibliography. (LE)

ABSTRACT 20969

EC 004 618 ED 033 509
Publ. Date 69 419p.
Arnheim, Daniel D. And Others
Principles and Methods of Adapted Physical Education.
EDRS not available
C. V. Mosby Company, 3207 Washington Blvd., St. Louis, Missouri 63103 ($10.75).

Descriptors: exceptional child education; handicapped children; physical education, administration; physical activities; games; teaching methods; physical education facilities; human posture; physically handicapped; special health problems; mentally handicapped; emotionally disturbed; visually handicapped; aurally handicapped; neurologically handicapped; adults

Programs in adapted physical education are presented preceded by a background of services for the handicapped, by the psychosocial implications of disability, and by the growth and development of the handicapped. Elements of conducting programs discussed are organization and administration, class organization, facilities, exercise programs (selection, assignment, and teaching), an exercise for tension reduction, and adapted games and sports. Problems of specific disabilities and programs for the unfit which are considered are the following: posture malalignment, cardiovascular disorders, musculoskeletal disorders (acute, chronic, and congenital), mental retardation, emotional disturbances, sensory disorders, neurological and other disorders, and adult fitness and aging. Also included are photographs, a glossary, and four appendixes with exercise diagrams. (JM)

ABSTRACT 20980

EC 004 647 ED 033 520
Publ. Date 66 208p.
Case, Maurice
Recreation for Blind Adults.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($8.75).

Descriptors: exceptional child services; visually handicapped; recreation; adults; incidence; social work; individual characteristics; handicrafts; dance; dramatics; group activities; language arts; music activities; recreational activities; socialization; leadership qualities; volunteers; administration; program planning; administrative policy

The effects of blindness in adults, activity programs, and the administrative

technicalities of these programs are discussed. A definition of blindness, historical background, and mention of social group work serve as introduction to the impact of blindness. Under these activities are included the following subjects: arts and crafts, study and participation in dance and drama, group activities and social events, literary and language activities (braille, lectures, reading groups, music appreciation and contribution), nature outings, sporting events, and miscellaneous features. The qualifications of paid and volunteer staff are considered as is their training. The chain of administration, programing, financing, and physical facilities, including operational problems, are included in addition to the practical problems of recruiting, transporting, and charging patients for the services. (JM)

ABSTRACT 21079

EC 004 282 ED N.A.
Publ. Date Jan 69 352p.
Wheeler, Ruth Hook; Hooley, Agnes M.
Physical Education for the Handicapped.
EDRS not available
Lea And Febiger, 600 South Washington Square, Philadelphia, Pennsylvania 19106 ($9.75).

Descriptors: exceptional child education; physically handicapped; handicapped children; physical education; physical fitness; human body; rehabilitation programs; physical activities; human posture; special programs; muscular strength; physical therapy; teaching methods; social adjustment; exercise (physiology); program planning; anatomy

Designed primarily for the teacher, information is presented in the following areas: a brief review of history and trends in adapted physical education and therapeutic exercise; rehabilitation and habilitation in the areas of physical medicines, allied medical services, and physical education; essentials of the nervous system; motor learning and body image; mechanical and muscular efficiency; daily tasks and body mechanics; common postural deviations and resulting adjustment problems; methods to implement the physical education program for the exceptional child; handicapping conditions with recommendations for physical education activities; and future directions in adapted physical education. Sixteen tables and charts, 354 illustrations, and a 168-item bibliography are included. (LE)

ABSTRACT 21265

EC 500 988 ED N.A.
Publ. Date Mar 70 11p.
Rarick, G. Lawrence And Others
The Physical Fitness and Motor Performance of Educable Mentally Retarded Children.
EDRS not available
Exceptional Children; V36 N7 P609-19 Mar 1970

Descriptors: exceptional child research; mentally handicapped; physical fitness; educable mentally handicapped; sex differences; motor development; psychomotor skills; testing; intelligence level; AAHPER Physical Fitness Tests

A modification of the AAHPER Youth Physical Fitness Test was administered to a national sample of 4,235 educable retarded boys and girls, ages 8 to 18 years. Age changes in performance followed essentially the same trends as in normal children, although the retarded of both sexes were substantially behind standards on normal children. Sex differences in performance of the retarded were similar to those noted in normal children, the boys showing superiority in all tests at all ages. Intercorrelations among the test items were low for both sexes at all age levels and of approximately the same magnitude as in children of normal intelligence. (Author)

ABSTRACT 21458

EC 004 473 ED 034 336
Publ. Date 69 233p.
Cratty, Bryant J.
Motor Activity and the Education of Retardates.
EDRS not available
Lea And Ferbiger, 600 South Washington Square, Philadelphia, Pennsylvania 19106 ($8.75).

Descriptors: exceptional child education; physical activities; psychomotor skills; teaching methods; mentally handicapped; infants; body image; perceptual motor coordination; early childhood; age differences; handwriting; arousal patterns; attention control; motor reactions; muscular strength; music activities; self concept; games; evaluation methods; tests

Presented are chapters concerned with the relationship of motor activity to education. The topics discussed are research, movement and performance in infants and children, principles of teaching motor skills; arousal level and attention; scribbling, drawing, writing, strength, flexibility, endurance, and control of large muscles; music and rhythm; and self confidence, body image, and games. Appendixes discuss the administration, scoring, and findings of gross motor, drawing, and game choice tests. (JP)

ABSTRACT 21464

EC 004 695 ED 034 342
Publ. Date Jan 69 41p.
Orzak, Louis H. And Others
Day Camping and Leisure Time Recreation Activities for the Mentally Retarded.
Parents And Friends Of Mentally Retarded Children Of Bridgeport, Inc., Connecticut
Department Of Health, Education, And Welfare, Washington, D. C., Social And Rehabilitation Service
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; camping; recreation; day camp programs; recreational activities; administration; program planning; community programs; program evaluation

An introduction to the need for day camp activities and recreational facilities for the retarded precedes a discussion of the problems involved: the recreational needs must be defined along with the nature of the programs; locations must be found; the costs of transportation and salaries must be assumed and budgeted; programs must be flexible and properly evaluated; and parents must cooperate with recreational staff. Information is supplied concerning various day camp programs with special attention to the Kennedy Center and the Y.M.C.A. Camp Tepee. Also considered is leisure time recreation centering around a program to supplement the half day school with a half day recreation program. The activities are reported as successful and it is suggested that they continue and increase. (JM)

ABSTRACT 21467

EC 004 701 ED 034 345
Publ. Date 68 91p.
Physical Education and Recreation for Handicapped Children; Proceedings of a Study Conference on Research and Demonstration Needs.
American Association For Health, Physical Education, And Recreation, Washington, D. C.;
National Recreation And Park Association, Washington D. C.
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; physical education; recreational programs; program evaluation; mentally handicapped; visually handicapped; aurally handicapped; physically handicapped; emotionally disturbed; camping; community recreation programs; services; recruitment; evaluation needs

Included are articles on the status of physical education for the retarded, the visually handicapped, the hearing impaired, and the emotionally disturbed. Concepts in research and demonstration needs in physical education and recreation for the physically handicapped are presented. Papers consider the status of recreation for the handicapped as related to the following: community agencies, institutions, and schools. Also discussed are research on recreation camping, an assessment and evaluation of projects, the methods of collecting and disseminating information, legislation, recruitment and training, and available services. (JM)

ABSTRACT 21779

EC 004 906 ED 035 158
Publ. Date 69 161p.
A Practical Guide for Teaching the Mentally Retarded to Swim.
American Association For Health, Physical Education And Recreation, Washington, D. C.

EDRS mf
American Association For Health, Physical Education And Recreation, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($2.00).

Descriptors: exceptional child education; mentally handicapped; teaching methods; swimming; recreational activities; reinforcement; games; recreation; recreational facilities; sequential approach; records (forms); program administration; physical education

A guide for teaching the retarded to swim begins with a general discussion of retardation, the need for individualization, and staff qualifications. Factors discussed in program organization and administration include community agencies, staff training, examples of records and forms, and first aid procedures. Suggested methods consider perceptual motor abilities, a multisensory approach, breaking down skills sequentially, transfer of training, motivation, awards, discipline, swimming readiness, orientation, entering the water, innovations, assistive devices, movement exploration, and circuit and interval training. Step-by-step procedures for mastering different floating and swimming positions are described and illustrated by sketches. A variety of water stunts and games are included as are recommendations for pool facilities. Behavior modification techniques are discussed and photographs are provided throughout. (RJ)

ABSTRACT 21800

EC 005 519 ED N.A.
Publ. Date 69 48p.
Klappholz, Lowell, Ed.

Physical Education for the Physically Handicapped and Mentally Retarded.
EDRS not available
Croft Educational Services, Inc., 100 Garfield Avenue, New London, Connecticut 06320.

Descriptors: exceptional child education; physically handicapped; mentally handicapped; physical education; physical recreation programs; physical activities; school programs; exercise (physiology)

Physical education programs for both the physically handicapped and the mentally handicapped are described. Medical approval and consultation are stressed, and medical excuse forms, mobile units, prescriptive programs, an adaptive pilot project, and survey reports are discussed. Programs mentioned are teaching through testing, posture improvement, high school programs, hiking and swimming, activities for the visually handicapped, and sports activities. Programs for the mentally handicapped include camping, daily exercise and recreation, special skills development, and specialized olympics. Information is also presented on research and observation of physical possibilities, insight into individual problems, three successful projects, and suggestions of what to teach. (JM)

ABSTRACT 22301

EC 005 699 ED N.A.
Publ. Date 69 47p.
Therapeutic Recreation Journal.
EDRS not available
Therapeutic Recreation Journal. V3 N4 P1-47 Fourth Quarter 1969

Descriptors: exceptional child services; recreation; therapy; emotionally disturbed; summer programs; national organizations; recreational facilities; visually handicapped; blind; drama; mentally handicapped; leisure time; program planning; recreational programs; National Therapeutic Recreation Society

Included in this issue are articles on the following topics: a coordinated summer program of therapeutic recreation and academic instruction for emotionally disturbed children, the role of a national organization for therapeutic recreation, a philosophical statement on therapeutic recreation service, and descriptions of San Francisco Recreation Center for the Handicapped, and a community drama project for the blind. Additional articles present a guide to organizing leisure time services for the mentally retarded, recreation services for the mentally retarded and a related selected bibliography. (MS)

ABSTRACT 22302

EC 005 700 ED N.A.
Publ. Date 69 36p.

Therapeutic Recreation Journal. Special Issue: Theapeutic Recreation Service and Mental Retardation.
EDRS not available
Therapeutic Recreation Journal; V3 N3 P1-36 Third Quarter 1969

Descriptors: exceptional child services; mentally handicapped; recreation; recreational programs; program planning; custodial mentally handicapped; trainable mentally handicapped; residential programs; educable mentally handicapped; outdoor education; art activities; professional education; reference materials; Kansas

This special issue on therapeutic recreation services and mental retardation includes articles in the following areas: therapeutic recreation for the profoundly retarded, improving services, rights of the retarded, federal support of recreation, recreation services in Kansas, and initiating a program in cottages for the severely and profoundly retarded. Additional topics include outdoor education for educable and trainable retarded, recreational arts and crafts, educational preparation and professional identity recreation personnel in residential centers. Reference material and selected films are listed. (MS)

ABSTRACT 22728

EC 005 689 ED 039 670
Publ. Date 69 18p.
Fait, Hollis F., Ed.
Curriculum Guide for Teaching Physical Education to the Profoundly and Severely Retarded.
Mansfield Training School, Mansfield Depot, Connecticut, Department Of Physical Education
EDRS mf,hc

Descriptors: exceptional child education; physical education; mentally handicapped; curriculum guides; trainable mentally handicapped; custodial mentally handicapped; physical activities; teaching methods; physical fitness; tests; student evaluation

For use with the profoundly and severely retarded, the guide to physical education curriculum describes methods and techniques, objectives, and core activities. The following are also considered: supplementary activities for the hyperactive and emotionally disturbed; suggestions for the teacher; and evaluation, including records, motor skills tests, and behavior rating scales. (JD)

ABSTRACT 22729

EC 005 690 ED 039 671
Publ. Date 67 19p.
Fait, Hollis F.
Physical Fitness Test Battery for Mentally Retarded Children (Trainable and Educable).
Connecticut University, Storrs
Joseph P. Kennedy, Jr. Foundation, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; physical fitness; physical education; testing; educable mentally handicapped; trainable mentally handicapped; tests

A physical fitness test battery for educable and trainable mentally handicapped children is presented. Instructions are given for administering the test; descriptions are given of the seven test items, including the 25 yard run, bent arm hang, leg lift, static balance, thrust, and 300 yard run-walk. Rationale for the items and factors in determining the tests are reviewed; a score card is appended. (JD)

ABSTRACT 22747

EC 005 766 ED 039 689
Publ. Date 68 94p.
Barnett, Marian Weller
Handicapped Girls and Girl Scouting: A Guide for Leaders.
Girl Scouts Of The U. S. A., New York, New York
EDRS not available
Girl Scouts Of The U. S. A., 830 Third Avenue, New York, New York 10022 ($2.00).

Descriptors: exceptional child services; handicapped children; girls clubs; leaders guides; camping; recreational activities; organization; girl scouts

Designed as a handbook for girl scout leaders involved with the handicapped girl scout, the manual first makes general statements about handicaps, leader qualifications, and troop placement and organization. Information and guidelines for leaders are provided for the following exceptionalities: visual impairment, hearing impairment, or-

thopedic problems, cardiac problems, diabetes, epilepsy, mental retardation, and emotional problems. The adaptation of activities to the individual problem is discussed, camping suggestions are made, and a list of resources for additional information is included. (JM)

ABSTRACT 22893

EC 005 943 ED 040 545
Publ. Date 68 84p.
Anderson, William
Teaching the Physically Handicapped to Swim.
EDRS not available
Transatlantic Arts, Inc., North Village Green, Levittown, New York 11756 ($3.75).

Descriptors: exceptional child education; physical education; swimming; physically handicapped; teaching methods; visually handicapped; aurally handicapped; cerebral palsy; swimming pools; physical education facilities; exercise (physiology); physical therapy

First principles of teaching swimming to the handicapped are reviewed; attention is given to children with cerebral palsy or muscular dystrophy, physical handicaps, blindness, and deafness. Swimming strokes, suggested exercises, group teaching, and a typical sequence of lessons and exercises are considered. Some case histories and a plan for a learners' pool are provided. (JD)

ABSTRACT 23408

EC 006 248 ED N.A.
Publ. Date 69 17p.
Witt, Peter A.
A History of Recreation for the Mentally Retarded.
University Of Illinois, Urbana, Children's Research Center
EDRS not available
Children's Research Center, 210 Education Building, University Of Illinois, Urbana, Illinois 61801.

Descriptors: exceptional child services; mentally handicapped; recreation; historical reviews; literature reviews; recreational programs

Periodical literature from 1920 to 1968 concerning recreation for the mentally handicapped is reviewed for the purpose of tracing over time the changes in philosophy and practice of providing recreation services to this group. It is demonstrated that the literature from 1920 to 1945 was concerned with the value of recreation and had moralistic overtones, with child maintenance and behavior control the major concern. The literature shows how, from 1945, recreation was recognized as a fundamental human need for the mentally handicapped. Later literature reflects the realization of the need for research, the formation of national organizations such as the National Association for Retarded Children (NARC), and the expansion of recreation services. From the time of President Kennedy's appointment of a panel to study the problem of mental retardation, the literature shows a concern for the experimental approach. (GD)

ABSTRACT 23514

EC 006 382 ED N.A.
Publ. Date 68 161p.
Etter, Mildred Field
Exercise for the Prone Patient.
EDRS not available
Wayne State University Press, Detroit, Michigan 48202 ($3.25).

Descriptors: physically handicapped; occupational therapy; exercise (physiology); rehabilitation programs; physical therapy; equipment; muscular strength; physical activities

An exercise program for disabled patients who must lie in the prone position is discussed. Techniques and equipment providing active and free-moving treatment to enable patients to regain strength, range of motion, endurance, and function are described. Numerous photographs and drawings accompany the text. (MS)

ABSTRACT 30049

EC 03 0049 ED N.A.
Publ. Date 68 239p.
Robins, Ferris; Robins, Jennet
Educational Rhythmics for Mentally and Physically Handicapped Children.
EDRS not available
Association Press, 291 Broadway, New York, New York 10007 ($9.95).

Descriptors: exceptional child education; handicapped children; exercise (physiology); perceptual motor coordination; psychomotor skills; music activities; physical activities

Described are exercises which involve coordinated movement and educational themes in conjunction with music, and which are designed for mentally and physically handicapped children. The methodical step-by-step description of rhythmic movement as used with music is presented as an aid in the educational process of exceptional children. Pictures and diagrams accompany the directions. Exercises are indexed according to suitability for various handicaps (trainable or educable mentally handicapped, slow learners, blind, deaf, other physical handicaps) and according to the learning or particular aspect of coordination involved (balance, counting, running, social behavior, speech improvement, etc.). The exercises are also suggested for normal children of preschool and elementary age. (KW)

ABSTRACT 30064

EC 03 0064 ED N.A.
Publ. Date 69 310p.
Godfrey, Barbara B.; Kephart, Newell C.
Movement Patterns and Motor Education.
EDRS not available
Appleton-Century-Crofts, 250 Park Avenue, New York, New York 10017 ($6.95).

Descriptors: exceptional child education; motor development; physical education; perceptual motor coordination; motor reactions; teaching methods; program descriptions; physical activities; skill development

In its treatment of developmental physical education, motor development, school achievement, and perceptual motor accomplishment, the text is designed for classroom teachers, special educators, physical educators, and parents. Topics treated include motor activity and the educational process, movement education and physical education, types of movement patterns, locomotor patterns, balance patterns, propulsive and absorptive patterns of handling objects, and general factors in movement pattern performance. Checklists and techniques used in the evaluation of movement patterns are discussed. Information is also provided on teaching movement patterns. Examples of programs, organization, procedures, specific techniques, and activities are included, along with a glossary of terms. (MS)

ABSTRACT 30519

EC 03 0519 ED N.A.
Publ. Date (69) 65p.
Braaten, June; Lee, Isabel
Swimming Program for the Trainable Retarded. Guides 1-3.
Canadian Association For The Mentally Retarded, Toronto, Ontario
EDRS not available
Canadian Association For The Mentally Retarded, 149 Alcorn Avenue, Toronto 7, Ontario.

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; swimming; program guides; program planning; teaching methods; records (forms); staff role; curriculum guides; instructional programs; program administration

Three manuals provide information about planning a swimming program for the trainable mentally handicapped. Guide One assists in planning the organization and administration of the program, including committee personnel, facilities and equipment, staff and their qualifications, transportation, public relations, and finance. Sample forms are provided. Guide Two provides information on conducting the program in terms of staff duties and orientation, instructional program and teaching suggestions, and recording progress. An outline of the pilot project is appended. Guide Three considers aspects of testing and recognition, such as awards, required materials, securing examiners, and sample test sheets and explanations. The packet also includes a report card and award booklets. (MS)

ABSTRACT 30570

EC 03 0570 ED N.A.
Publ. Date 70 6p.
Programs for the Handicapped: Competitive Sports for the Handicapped.
EDRS not available
JOHPER; V41 N9 P91-6 Nov-Dec 1970

Descriptors: physically handicapped; recreation; recreational programs; physical activities; athletics; wheelchair sports

Competitive sports for the handicapped are discussed through brief features and a history of the development of such activities. Facts about wheelchair sports and the classification system for participants are presented. Events described include track and field, slalom racing, square dancing, and basketball. Additional sports are listed, the Wheelchair Sports Hall of Fame is discussed, and information is provided on travel guides, the paralympics, and sports information sources. (RJ)

ABSTRACT 30658

EC 03 0658 ED N.A.
Publ. Date 67 133p.
Gutman, Ernest M.
A Travel Guide for the Disabled.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.75).

Descriptors: physically handicapped; travel; transportation; tourism; recreational activities

Advice and encouragement are provided for the handicapped who would like to travel. A chart of average temperatures in Europe is the first of many lists which deal with food, restaurants, hotels, stores, museums, galleries, and other places of interest. Subjects considered are taking a cruise, planning the trip, driving (renting, buying, or taking a car), and travel in France, Italy (Rome), Switzerland, London, and the United States. (RJ)

ABSTRACT 30710

EC 03 0710 ED N.A.
Publ. Date 69 54p.
Cratty, Bryant J.
Trampoline Activities for Atypical Children.
EDRS not available
Peek Publications, 4067 Transport Street, Palo Alto, California 94303 ($1.50).

Descriptors: exceptional child education; physical activities; physical education; neurologically impaired; physically handicapped; mentally handicapped; emotionally disturbed; perceptual motor coordination; trampolines

A discussion of trampoline use with atypical children includes advice on selecting a trampoline, safety rules, and basic orientation. Pre- and post- trampoline activities are described, as well as how to teach trampoline activities. Use of the trampoline for activities of balance and agility is discussed. Basic drops and complex combinations are explained. Also provided are discussions of body image and use of the trampoline to encourage thinking. Appended is a checklist of trampoline skills. (MS)

ABSTRACT 30949

EC 03 0949 ED N.A.
Publ. Date 70 41p.
Cohen, William J.
Developing Controls from Without.
Devereux Foundation, Devon, Pennsylvania
EDRS not available
Devereux Foundation. Devon, Pennsylvania 19333.

Descriptors: exceptional child education; emotionally disturbed; socially maladjusted; camping; self control; behavior change; camp counselors; counselor role; controlled environment; therapeutic environment; Devereux Schools, Pennsylvania

Therapeutic camping (for socially and emotionally maladjusted children) in the Devereux program is described. Emphasis is placed on helping children and adolescents develop controls through structure, rewards, and punishment. The role of the adult in the day-to-day life of the child as an important agent of control is stressed. Camping episodes are used to illustrate control measures used and staff communication problems which can affect these measures. The roles of the setting, the counselor, and the rules and regulations are described. (CD)

ABSTRACT 31013

EC 03 1013 ED 046 143
Publ. Date Sep 70 89p.
Neal, Larry L., Ed.
Recreation's Role in the Rehabilitation of the Mentally Retarded.
Oregon Universjty, Eugene, Rehabilitation Research And Training Center In Mental Retardation
Social And Rehabilitation Service (DHEW), Washington, D. C., Office Of Research, Demonstrations, And Training
EDRS not available
Rehabilitation Research And Training Center In Mental Retardation, Department Of Special Education, University Of Oregon, Eugene, Oregon 97403.
Proceedings Of A Conference (Eugene, Oregon, May 19-21, 1969).

Descriptors: exceptional child education; mentally handicapped; rehabilitation; recreation; conference reports; physical activities; physical recreation programs; handicafts; camping; leisure time; recreational programs

The monograph presents the proceedings from a conference sponsored by the Rehabilitation Research and Training Center in Mental Retardation of the University of Oregon (held May 19-21, 1969). Topics concerning recreation's role in the rehabilitation of the mentally handicapped include the following: the role of therapeutic recreation specialists, the recreational needs of the retarded, characteristics and prevalence of the condition of mental handicaps, current status of recreation programing, the role of the municipal recreation department, guidelines for change, and interaction between institution and community. Also provided are separate papers describing the concepts of programing through the areas of arts and crafts, bowling, habilitative camping, music, special Olympics, scouting, swimming, and equipment design. The federal impact on recreation with the mentally handicapped is discussed, and a seminar summary and evaluation are included. (RD)

ABSTRACT 31121

EC 03 1121 ED N.A.
Publ. Date Nov 70 6p.
Cleland, Charles C.; Swartz, Jon D.
The Blind Retardate--Three Program Suggestions.
EDRS not available
Training School Bulletin; V67 N3 P172-7 Nov 1970

Descriptors: exceptional child education; mentally handicapped; recreational programs; multiply handicapped; blind

Three program suggestions to enhance enjoyment and promote learning in the blind educable mentally handicapped child are made. Adaptions of games (hide-and-seek) to promote later adult adjustment, music's role in socialization of the blind retardate, and ideas gathered from the blind themselves are discussed. (CD)

ABSTRACT 31412

EC 03 1412 ED N.A.
Publ. Date 70 37p.
Miles, Nancy R.
Swimming Techniques for Children with Learning Disabilities.
EDRS not available
Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657 ($2.00).

Descriptors: exceptional child education; learning disabilities; swimming; teaching methods; curriculum; teaching guides

It is suggested that a pool program be an integral part of the education of children with learning disabilities. Swimming as a training technique is approached as a generalization of other activities. Some swimming problems are noted and teaching hints listed. Facets of the swimming program outlined are the child's initial experience with the water, entry into the pool, breath control, supports, leg action, arm action, and stunts. Specific teaching techniques for each phase are suggested. (KW)

ABSTRACT 31470

EC 03 1470 ED 046 205
Publ. Date 70 351p.
Carr, Dorothy B. And Others
Sequenced Instructional Programs in Physical Education for the Handicapped.
Los Angeles Unified School District, California
Bureau Of Elementary And Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; physical education; handicapped children; curriculum guides; program guides; sequential learning; skill development

The curriculum guidelines for a comprehensive physical education program consist of developmentally sequenced skills and instructional activities appropriate for handicapped children from early preschool age (18 months) through high school. Suggested activities and materials are arranged in color-coded sections on motor and movement skills, playground and recreation skills, rhythm, swimming, and physical fitness. Information provided for each activity includes level of difficulty, sequences-teaching progressions, suggestions for lesson implementation, source materials, and codes to indicate appropriateness to the handicapping condition. (RD)

ABSTRACT 31591

EC 03 1591 ED N.A.
Publ. Date 70 248p.
Cratty, Bryant J.
Some Implications of Movement.
EDRS not available
Special Child Publications, Inc., 4535 Union Bay Place, N. E., Seattle, Washington 98105 ($4.65).

Descriptors: exceptional child education; perceptual motor learning; motor development; physical activities; physical education; theories; mentally handicapped; visually handicapped; movement education

The book deals with movement experiences and how they may be used beneficially by children with mild or more severe sensory-motor deficiencies. Critically examined are some current theories concerning movement and sensory-motor or perceptual-motor programs, with evaluation supported by research data when possible. Some positive suggestions for improvement through movement are made, the author noting that, while it is simplistic to consider movement the basis of the intellect, there certainly are some kinds of classroom behavior for which fine or gross muscle control is essential for successful performance. The relations between movement, intelligence, and perception are explored, and the nature of movement behavior detailed, including recent research in motor learning and athletics. The role of movement behavior in the education of children is examined. The final section, elaborating upon the use of motor activities in the education of exceptional children, concentrates upon the mentally retarded and the blind. (KW)

ABSTRACT 31632

EC 03 1632 ED N.A.
Publ. Date 70 398p.
Rathbone, Josephine L.; Lucas, Carol
Recreation in Total Rehabilitation.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($10.50).

Descriptors: handicapped; recreation; special health problems; rehabilitation; physical activities; hobbies; games; art; music; dance

The concrete suggestions in the textbook on recreation for the ill and handicapped are intended to be useful to institutional administrators, medical personnel, students, and all those providing or planning recreation for patients. The philosophy of recreation in rehabilitation, and general procedures in developing a broad recreation program are presented. Problems in institutions serving the ill and handicapped, such as hospitals, special schools, and rehabilitation centers, are pointed out. Following this general orientation to the subject, Part 2 concentrates upon the needs of various patients and the medical indications for recreational activities. Attention is given to the following categories of illness or handicap as related to recreation: acute illness, convalescence, and chronic disease; motor or physical disabilities; impaired vision, hearing, and speech; mental divergence and asocial behavior; and psychopathology (reactions to stress, classification and causes for psychopathic reactions, and psychological needs which recreation may satisfy). Part 3, covering media for recreation, details how various types of recreation can be applicable for the ill and handicapped. Examined are music, the graphic and plastic arts, crafts, hobbies, literature and the theater, games and sports, dancing, and special events and parties. (KW)

ABSTRACT 31822

EC 03 1822 ED N.A.
Publ. Date 68 52p.
Special Fitness Test Manual for the Mentally Retarded.
American Association for Health, Physical Education, And Recreation, Washington, D. C.
EDRS not available
National Education Association, Publications-Sales Section, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($1.00).

Descriptors: exceptional child education; educable mentally handicapped; physical fitness; testing; mentally handicapped; AAHPER Youth Fitness Test

Presented is a test of physical fitness especially adapted for mentally retarded boys and girls. The test is a modification of the American Association for Health, Physical Education, and Recreation (AAHPER) Youth Fitness Test. Preceding a description of the individual tests, the purposes of the testing and award program and administrative procedures are described. Also included are directions for recording the results, suggestions for improving physical fitness, and percentile score tables for boys and girls based on administration of the test to over 4,200 educable mentally retarded children, ages 8-18 years. (KW)

ABSTRACT 31892

EC 03 1892 ED N.A.
Publ. Date 71 93p.
The Easter Seal Directory of Resident Camps for Persons with Special Health Needs.
National Easter Seal Society for Crippled Children And Adults, Chicago, Illinois
EDRS mf,hc
National Easter Seal Society for Crippled Children And Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612 ($1.00).

Descriptors: exceptional child services; handicapped children; camping; directories; recreation; special health problems; outdoor education; residential programs; summer programs; National Easter Seal Society for Crippled Children and Adults

The directory of resident camps is designed for persons with special health needs (children and adults with physical, mental, social, or emotional handicaps). Published by the National Easter Seal Society for Crippled Children and Adults, the listing contains residential facilities only (day care camp program information is not included). Listed by state, the information includes the name of the camp, location, handicap eligibility, age range and capacity, nature of sessions, camperships available, sponsor and descriptions of various services. (CD)

ABSTRACT 31956

EC 03 1956 ED N.A.
Publ. Date Mar 71 4p.
Curren, Elizabeth A.
Teaching Water Safety Skills to Blind Multi-Handicapped Children.
EDRS not available
Education of the Visually Handicapped; V3 N1 P29-32 Mar 1971

Descriptors: exceptional child education; multiply handicapped; swimming; visually handicapped; program descriptions

A swimming program for multiply handicapped blind children is detailed. The stated objective is to encourage freedom of movement and develop needed muscle control. Each child was assisted individually, and allowed to develop and proceed at his own rate. Descriptions of water orientation and adjustment, and problems dealing with physical limitations are cited. Results of the program were positive, with 75% of the 13 children swimming without any support in deep water and 100% of the eight transitional children swimming without support. (CD)

ABSTRACT 32059

EC 03 2059 ED N.A.
Publ. Date 71 298p.
1971 National Directory of Accredited Camps.
American Camping Association, Martinsville, Indiana
EDRS not available
American Camping Association, Bradford Woods, Martinsville, Indiana 46151 ($2.00).

Descriptors: services; directories; camping

The directory provides a listing of the American Camping Association accredited camps throughout the United States and abroad. A separate section deals with camps with specialized purposes such as diabetic, disadvantaged, handicapped (emotionally, mentally, physically), creative arts, and religious camps. An index of camp directors or administrators follows the general index. Details of location, capacity, price, program, and facilities are given for each entry. (CD)

ABSTRACT 32072

EC 03 2072 ED N.A.
Publ. Date 70 108p.
Robinson, Christopher and Others
Physical Activity in the Education of Slow-Learning Children
EDRS not available
Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202.

Descriptors: exceptional child education; mentally handicapped; physical education; physical activities; skill development; dance; physical fitness

Written as a guide to physical activity for mentally handicapped children, the book is intended to be useful to all teachers, not just physical education teachers, of the retarded. Suggested activities, materials to use, and teaching methods are recommended for nursery through adolescent age groups in four main areas: educational gymnastics (to learn functional body management), educational dance (to learn to move expressively), skills and games (to learn handling of balls, bats, etc., to be able to participate in games and sports), and specific posture training, which includes corrective exercises for simple muscular or postural defects. (KW)

ABSTRACT 32164

EC 03 2164 ED 049 584
Publ. Date 70 110p.
A Guide to Physical Education for the Mentally Retarded Using Persisting Life Situations No. 5 and 10.
Sheboygan County School for Special Education, Sheyboygan Falls, Wisconsin
Wisconsin State Department of Public Instruction, Madison, Division for Handicapped Children;
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-594149
BR-00033

Descriptors: exceptional child education; mentally handicapped; physical education; curriculum development; curriculum guides; program descriptions; recreation; Wisconsin

Described is the first phase of a project concerned with the development of a program and a resource guide in the area of physical education and recreation for the mentally retarded in Wisconsin. Phase 1 consisted of a 6-week summer program to give intern physical education teachers practical teaching experience with trainable and educable mentally retarded children (N equals 58), with the intent of developing sequential curriculum guidelines composed of behavioral objectives and workable suggested activities to implement the state curriculum. Outlined is the daily program in the five areas of instruction: physical education, crafts, ceramics, music, and woodworking. Behavioral objectives are presented for 30 skills which are components of motor ability and more complex sports skills. Activities and annotated resource materials are listed for all five areas of instruction in sample unit and daily lesson plans. Expanding upon this preliminary organization of a physical education and recreation program, Phase 2 of the project will develop a comprehensive multi-year program for an entire school and publish a resource guide. (KW)

ABSTRACT 32399

EC 03 2399 ED N.A.
Publ. Date Apr 71 18p.
Dawson, Yvette Nadine
Physical Education for the Blind.
EDRS not available
Rehabilitation Teacher; V3 N4 P15-32 Apr 1971

Descriptors: exceptional child education; visually handicapped; blind; physical education; teaching methods; physical activities

The discussion of physical education for blind students points out why and in what ways they have even greater need of physical education than do physically normal children. Basic plans used in the teaching of blind classes are described, but it is urged that in most cases it is best for the blind students to be integrated into the activities of regular physical education classes. Characteristics of a good physical education teacher of the blind, and factors which the teacher must consider in program planning are enumerated. Touched upon are the child's need for individual attention and teaching methods. Guidelines for selecting games and activities are presented, including descriptions of the ways in which the blind can participate in various sports and games by modifying the activity involved. (KW)

ABSTRACT 32400

EC 03 2400 ED N.A.
Publ. Date (69) 19p.
Richardson, Paul C. and Others
Aquatic Lessons for Exceptional Children.
Elwyn Institute, Pennsylvania
EDRS not available
Elwyn Institute, Baltimore Pike and Elwyn Road, Elwyn, Pennsylvania 19063 ($1.50).

Descriptors: exceptional child education; handicapped children; swimming; teaching methods; lesson plans; physical education

The instructional manual is intended as a guide for teaching personnel working with students whose disabilities require a foundation in basic aquatic skills before regular swimming instruction can be attempted. Lesson plans and exercises are presented for the various developmental stages involved in the acquisition of aquatic skills: pre-conditioning to the idea of water activities, developing functional coordinating skills on land, developing self confidence and body buoyancy associations, developing basic aquatic skills, developing functional water skills resulting in elementary swimming attempts, and developing basic and then elementary swim skills which lead to actual swimming. Instructions for specific teaching techniques, procedures, and activities at each stage of development are detailed. (KW)

ABSTRACT 32514

EC 03 2514 ED N.A.
Publ. Date 71 96p.
Barlin, Anne; Barlin, Paul
The Art of Learning Through Movement.
EDRS not available
Ward Ritchie Press, 3044 Riverside Drive, Los Angeles, California 90039 ($7.50).

Descriptors: physical activities; kinesthetic perception; class activities; elementary school students; creative expression; teaching guides; movement education

Directions for a wide range of kinesthetic, creative movement experiences for children of all ages are given. Various kinds of learning and increased self awareness which result from each type of activity are pointed out. Hints for teaching techniques as well as music to be used are provided, in addition to photographic illustrations. Categories of movement experiences covered include the following: involvement through stories; involvement through fantasy to stimulate imagination and curiosity and exercise creativity; vigorous movement to release energy and tensions; group experiences for learning to trust others; games; movement isolations for learning about oneself; dramatic play for learning about the world; movements expressing emotion to release tensions; moving through space to understand physical relationships. General hints for teachers using these movement experiences are offered, as are suggestions for using movement in other classroom subjects. It is concluded that these movement experiences help a child become more self-disciplined, skilled in motor perception, aware and proud of himself, confident in bearing and posture, and accepting of classroom challenges. (KW)

ABSTRACT 32531

EC 03 2531 ED N.A.
Publ. Date (69) 8p.
Braaten, June
Planning Recreational Activities for the Retarded Child, at Home.
Canadian Association for the Mentally Retarded, Toronto, Ontario
EDRS not available
Canadian Association for the Mentally Retarded, 149 Alcorn Avenue, Toronto 7, Ontario, Canada ($0.25).

Descriptors: exceptional child education; trainable mentally handicapped; recreation; leisure time; parent role; homebound; mentally handicapped; parent education

The suggestions for planning recreational activities are addressed to parents and apply particularly to the trainable mentally retarded child who is not enrolled in a school program but remains at home. The discussion of the purposes and goals of providing recreational activities points out that such activities will not only keep the child occupied and happy but can play a part in his development and learning. The advantages for both the child and the family of planning ahead for leisure activities are mentioned. A plan for facilities at home is presented, indicating equipment and materials to have in each room of the house and in the yard. Activities for various parts of the day at home are suggested, as well as away-from-home activities which can be arranged by the parent. (KW)

ABSTRACT 32628

EC 03 2628 ED N.A.
Publ. Date 71 96p.
Scouting for the Physically Handicapped.
Boy Scouts of America, North Brunswick, New Jersey
EDRS not available
Boy Scouts of America, North Brunswick, New Jersey 08902 ($1.50).

Descriptors: physically handicapped; hobbies; recreational programs; physical activities; males; scouting

Designed to assist Scout leaders working with physically handicapped boys, the booklet offers ideas for program content and for aiding the handicapped boys in Boy Scout advancement. How Scouting can help handicapped boys physically and emotionally, and what the Scout leader should know about a boy's handicap are discussed. Suggestions are made for leading an all-handicapped unit and for leading a nonhandicapped unit containing one or two handicapped boys. Suggestions concern program planning, level of activity, help from parents, how to deal with physical activities and sports, and how to help handicapped boys meet the advancement requirements in Scouting. Information on equipment and appliances often used by the physically handicapped is given, and some of the common physical disabilities which the Scout leader may encounter are described. (KW)

ABSTRACT 32630

EC 03 2630 ED N.A.
Publ. Date Apr 70 90p.
Keck, S. Annette and Others
Day Camping for the Trainable and Severely Mentally Retarded: Guidelines for Establishing Day Camping Programs.
Illinois State Department of Mental Health, Springfield, Division of Mental Retardation Services
EDRS not available
Illinois State Department of Mental Health, Division Of Mental Retardation, State Office Building, 401 South Spring Street, Springfield, Illinois 62704.

Descriptors: trainable mentally handicapped; mentally handicapped; camping; administrative organization; program design; physical activities; handicrafts; music

Written as a resource for community agency personnel and recreation staff, the manual offers guidelines for establishing day camping programs for trainable and severely retarded children. Covered are program structure, organization, evaluation, and other administrative concerns, in addition to suggested physical activities, arts and crafts activities, and music activities. Appended are sample schedules, application forms, job descriptions, a list of materials, and additional ideas for field trips, in-camp activities, and resource people for entertainment purposes. (KW)

ABSTRACT 32717

EC 03 2717 ED 052 558
Publ. Date 71 225p.
The Best of Challenge.
American Association for Health, Physical Education, and Recreation, Washington, D. C.
EDRS mf
NEA Publications-Sales, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($2.50).

Descriptors: exceptional child services; mentally handicapped; physical education; recreation; physical activities; recreational programs

The articles on physical education and recreation for the mentally retarded have been compiled from the first five volumes of Challenge, a bi-monthly newsletter dealing with physical education, recreation, camping, outdoor education, and related activities for the retarded. Also included are a few entries from Outlook, a newsletter dealing with similar programs for persons with handicaps other than mental retardation. Contents are primarily written by and oriented toward the working practitioner, and are intended to convey practical information on programs, activities, problems, rationale, and philosophical considerations. Items are grouped according to contents into the following categories: philosophy and editorials, activities (handicrafts and games, athletics, bowling, dance, motor development, music, physical education and fitness, swimming, tires and tubes, volunteer student activities), programs (adult, camping, grouping, on going, residential facilities, recreation, scouting, severely retarded, therapy, trainable retarded), equipment and innovative ideas, leadership, books and periodicals, films, cross country challenges, and research. (KW)

ABSTRACT 32811

EC 03 2811 ED N.A.
Publ. Date 71 159p.
Tooper, Virginia O.
A Graded Activity Handbook for Teachers of the Mentally Retarded: Motor Skills.
Cleveland State University, Ohio, Department of Special Education
Ohio State Department of Mental Hygiene and Correction, Columbus, Division of Mental Retardation
EDRS not available
Ohio Department of Mental Hygiene and Correction, Division of Mental Retardation, State Office Building, Room 1210, Columbus, Ohio 43215.

Descriptors: exceptonal child education; educable mentally handicapped; psychomotor skills; teaching guides; physical activities; instructional materials; mentally handicapped; motor development

Designed to provide assistance in planning experiences for retarded children that will encourage the learning of motor skills, the manual presents activities at three levels and includes diagrams, worksheets, goals, preparation and use of materials, and skill variations. Activities described are: floor and mat skills; walking; running; jumping; rhythm and balance; climbing and kicking; body image; identification of others; laterality; directionality; spatial awareness; posture, strength, breath, and control; tactile discrimination; visual pursuit, discrimination, and memory; figure-ground discrimination; eye-hand coordination; position in space; visual motor reproduction and memory; manual dexterity; integration of skills for problem solving; and basic time concepts. (RJ)

ABSTRACT 33001

EC 03 3001 ED N.A.
Publ. Date 71 107p.
Harvat, Robert W.
Physical Education for Children with Perceptual-Motor Learning Disabilities.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($1.95).

Descriptors: exceptional child education; learning disabilities; perceptual motor learning; perceptual motor coordination; physical development; physical education; physical activities

The volume presents a series of physical education activities for teaching basic perceptual-motor processes to children with inadequate or incomplete perceptual-motor learnings. Believing that a relationship exists between perceptual-motor development and academic

achievement, the author advises children to experience motor experimentation. The author adapts common procedures in physical education to emphasize perceptual-motor learnings and adds new procedures where needed. Games and group activities are stressed to increase fun. Although organized around the physical education program, some of the following activities may be adapted for use in the classroom: fundamental locomotor movements, exercises, game activities, jump rope activities, balancing activities, rhythmic activities, stunt activities, bean bag and ball handling activities, obstacle course, movement exploration, and auxiliary activities. (CB)

ABSTRACT 33050

EC 03 3050 ED N.A.
Publ. Date 71 140p.
Elliott, Ruth
Life and Leisure for the Physically Handicapped.
EDRS not available
Elek Books, Limited, 2 All Saints Street, London N1, England.

Descriptors: physically handicapped; homebound; equipment; child care; transportation; employment; employment opportunities; leisure time; recreation; financial support; daily living skills; habilitative aids

Presented is practical advice on daily living skills for the physically handicapped: children, elderly, and those in between. Subjects discussed are making alterations to the home for safety, comfort, and convenience, looking after handicapped children and encouraging them to be as independent as possible, transportation, the importance of being able to work and how to go about training, filling leisure time and arranging holidays, and procedures for claiming financial relief. The discussion is illustrated with drawings of some of the more complicated equipment and some aids that can be made at home. (CB)

ABSTRACT 33131

EC 03 3131 ED N.A.
Publ. Date 71 10p.
Dana, Richard H.; Cocking, Rodney R.
The Effects of Summer Camp Experience on Male Adolescent Diabetics.
EDRS not available
Rehabilitation Research and Practice Review; V2 N3 P29-38 Sum 1971

Descriptors: exceptional child research; special health problems; diabetes; camping; personality development; personality change; adolescents; males; social development

To determine the effects of a 4-week summer camp experience, designed to have therapeutic effects on self concept, independence, self reliance, competence, and personal responsibility, on 16 adolescent diabetic boys and 7 matched nondiabetic campers (the control group), five standard psychological or personality tests, both objective and projective, were administered before, immediately after, and 6 months after camp. Weekly counselor reports and post camp reports by campers were also used as qualitative evaluation. Results indicated nominal, initial experimental-control group differences, and slight increments in sociability (diabetics) and dominance (controls). Overall positive changes in the control group were greater (added self control, social presence, and ability to make a good impression). Major decrements occurred in scores for many variables on the followup posttest. In both groups the boys apparently suffered losses in the syndrome of personality characteristics which the camp experience was designed to enhance. Qualitative data were consistent with the test results. (Author/KW)

ABSTRACT 33168

EC 03 3168 ED N.A.
Publ. Date 71 8p.
Winnick, Joseph P.; Landers, Daniel M.
Try Trampolining with Handicapped Children.
EDRS not available
Teaching Exceptional Children; V3 N4 P181-8 Sum 1971

Descriptors: exceptional child education; handicapped children; physical activities; physical education; physical development; equipment utilization; skill development; trampolines

Use of the trampoline as a tool for motor diagnosis, remediation, and development with low performing handicapped children is discussed. Cited is previous use of the trampoline to diagnose finer motor disturbances which remain unnoticed in other physical movements, to assess gross body control (postural adjustment, balance, coordination), and to encourage physiomotor development. Also reviewed are studies concerning accidents on the trampoline. A lower accident incidence with handicapped children is expected if the suggested safety procedures and appropriate steps in learning stunts are followed. Gradual familiarization to encourage confidence and security in the child is emphasized. Trampolining as a reinforcer is suggested. A trampolining checklist for handicapped children is presented, outlining the gradual progression of skills from the familiarization level through elementary bounces and stunts. (KW)

AUTHOR INDEX

Alonso, Lou, Ed 20763.
Andrews, James B 12024.
Arnheim, Daniel D and Others 20969.
Barlin, Anne 32514.
Barlin, Paul 32514.
Barnett, Marian Weller 22747.
Best, Helen and Others 10573.
Birenbaum, Arnold 10456.
Braaten, June 30519, 32531.
Broadhead, Geoffrey D 10833.
Brown, Louis F 12024.
Buell, Charles E 11319.
Canner, Norma 11514.
Carlson, Bernice Wells 10570, 10679.
Carr, Dorothy B and Others 31470.
Case, Maurice 20980.
Cleland, Charles C 31121.
Cocking, Rodney R 33131.
Cohen, William J 30949.
Cratty, Bryant J 21458, 30710, 31591.
Curren, Elizabeth A 31956.
Dana, Richard H 33131.
Daniels, Arthur S 10384.
Davies, Evelyn A 10384.
Davis, Patricia A 11550.
Dawson, Yvette Nadine 32399.
Dexter, Genevie 11072.
Elliott, Ruth 33050.
Etter, Mildred Field 23514.
Fait, Hollis F 10121, 22729.
Fait, Hollis F, Ed 22728.
Ginglend, David R 10570, 10679.
Godfrey, Barbara B 30064.
Goheen, Royal L 10328.
Golub, Risa S 10297.
Gordon, Sol 10297.
Gutman, Ernest M 30658.
Harvat, Robert W 33001.
Hooley, Agnes M 21079.
Keck, S Annette and Others 32630.
Kephart, Newell C 30064.
Klappholz, Lowell, Ed 21800.
Landers, Daniel M 33168.
Lee, Isabel 30519.
Lucas, Carol 31632.
Miles, Nancy R 31412.
Mondschein, Diane 20409.
Neal, Larry L, Ed 31013.
Orzak, Louis H and Others 21464.
Rarick, Lawrence and Others 21265.
Rarick, Lawrence 10833.
Rathbone, Josephine L 31632.
Richardson, Paul C and Others 32400.
Robins, Ferris 30049.
Robins, Jennet 30049.
Robinson, Christopher and Others 32072.
Schwartz, Arthur L 10456.
Swartz, Jon D 31121.
Tooper, Virginia O 32811.
Wessel, Janet, Ed 20763.
Wheeler, Ruth Hook 21079.
Winnick, Joseph P 33168.
Witt, Peter A 22408.

SUBJECT INDEX

AAHPER Physical Fitness Tests 21265.
AAHPER Youth Fitness Battery 10328.
AAHPER Youth Fitness Test 10328, 21265, 31822.
Achievement 11319.
Adjustment Problems 10384.
Administration 10121, 10297, 10384, 11072, 20969, 20980, 21464, 21779, 30519.
Administrative Organization 32630.
Administrative Policy 20980.
Adolescents 10297, 10328, 10384, 10456, 10570, 20763, 33131.
Adults 20969, 20980.
Age Differences 10833, 21458.
Agency Role 10456.
Amputees 10384.
Anatomy 10384, 21079.
Arousal Patterns 21458.
Art 10093, 10679, 10833, 22302, 31632.
Art Materials 10679.
Athletic Equipment 11543, 11550.
Athletics 10328, 11319, 11543, 11550, 20763, 30570.
Attention Span 21458.
Attitudes 10872.
Aurally Handicapped 10121, 10384, 20969, 21467.
Basic Skills 11550.
Behavior Change 10833, 30949.
Blind 11319, 20763, 22301, 31121, 32399.
Body Image 11514, 11543, 21458.
California 11072.
Camping 10297, 10384, 10803, 12024, 20409, 21464, 21467, 22747, 30949, 31013, 31892, 32059, 32630, 33131.
Cardiac (Person) 10121, 10384.
Case Studies (Education) 11319.
Cerebral Palsy 10121, 10384.
Child Care 33050.
Childhood 21458.
Choral Speaking 10679.
Class Activities 10679, 11319, 32514.
College Students 10384.
Community Programs 10456, 10803, 21464, 21467.
Community Role 10570.
Community Services 10456.
Conference Reports 31013.
Controlled Environment 30949.
Corvell Social Adjustment Index 10328.
Counseling 10279.
Counselor Role 30949.
Counselors 20409, 30949.
Creative Expression 10093, 11514, 32514.
Curriculum 10093, 10121, 11072, 11319, 30519, 31412.
Curriculum Development 20763, 32164.
Curriculum Guides 22728, 30519, 31470, 32164.
Custodial Mentally Handicapped 22302, 22728.
Daily Living Skills 33050.
Dance 10121, 10679, 11514, 20980, 31632, 32072.
Day Schools 10297, 11319.
Demonstration Projects 10456.
Devereux Schools 30949.
Diabetes 33131.
Directories 31892, 32059.
Disadvantaged Youth 12024.
Doman Delacato Profile 10872.
Dramatics 10679, 20980, 22301.
Dramatics 20980.
Early Childhood Education 11514.
Educable Mentally Handicapped 10328, 10456, 10679, 10803, 10833, 12024, 21265, 22302, 22729, 31822, 32811.
Educational Needs 20763.
Educational Objectives 10093.
Educational Philosophy 20763.
Elementary School Students 10833, 32514.
Emotional Development 10833.
Emotionally Disturbed 10384, 20969, 21467, 22301, 30710, 30949.
Employment 33050.
Employment Opportunities 33050.
Epilepsy 10384.
Equipment 11072, 23514, 33050.
Equipment Utilization 33168.
Evaluation 21467.
Evaluation Methods 21458.
Exceptional Child Education 10093, 10121, 10297, 10384, 10570, 10679, 11072, 11319, 11514, 11543, 11550, 20763, 20969, 21079, 21458, 21467, 21779, 21800, 22728, 30049, 30064, 30519, 30710, 30949, 31013, 31121, 31412, 31470, 31591, 31822, 31956, 32072, 32164, 32399-32400, 32531, 32811, 33001, 33168.
Exceptional Child Research 10328, 10456, 10573, 10803, 10833, 10872, 12024, 21265, 22729, 33131.
Exceptional Child Services 20409, 20468, 20980, 21464, 22301-22302, 22747, 23408, 31892, 32717.
Exercise (Physiology) 21079, 21800, 23514, 30049.
Facilities 10803, 11072, 11543, 20969.
Family (Sociological Unit) 10570.
Financial Support 11072, 33050.
Games 10121, 10297, 10570, 10679, 11319, 11543, 11550, 20468, 20763, 20969, 21458, 21779, 31632.
Group Activities 10570, 20980.
Group Experience 20409.
Group Instruction 10833.
Guidelines 11072, 20468, 30519, 31470.
Habilitative Aids 33050.
Handicapped 10384, 31632.
Handicapped Children 10121, 10384, 20409, 20969, 21079, 21467, 22747, 30049, 31470, 31892, 32400, 33168.
Handicrafts 10093, 10570, 10679, 20468, 20980, 31013, 32630.
Handwriting 21458.
Hayden Physical Fitness Test 10872.

Historical Reviews 23408.
Hobbies 10570, 31632, 32628.
Homebound 32531, 33050.
Homemaking Skills 12024.
Human Posture 11550, 20969, 21079.
Incidence 20980.
Individual Characteristics 20980.
Individualized Instruction 10833.
Infancy 21458.
Institutional Personnel 20468.
Institutionalized (Persons) 20468.
Instructional Materials 11514, 32811.
Intellectual Development 10833.
Intelligence Level 21265.
Interagency Cooperation 10456.
Intermediate Grades 11319.
Interpersonal Competence 10456.
Intramural Athletic Programs 20763.
Johnson Test of Motor Skill Development 10573.
Kansas 22302
Kinesthetic Perception 32514.
Language Arts 20980.
Latchaw Motor Achievement Test 10328.
Leadership 20980, 22747.
Learning Disabilities 10297, 10573, 10833, 31412, 33001.
Leisure Time 11319, 22301, 31013, 32531, 33050.
Lesson Plans 32400.
Literature Reviews 23408.
Males 10328, 32628, 33131.
Mental Illness 10121.
Mental Retardation 10121.
Mentally Handicapped 10093, 10121, 10328, 10384, 10456, 10570, 10679, 10803, 10833, 10872, 11514, 11543, 11550, 12024, 20468, 20969, 21265, 21458, 21464, 21467, 21779, 21800, 22301-22302, 22728-22729, 23408, 30519, 30710, 31013, 31121, 31591, 31822, 32072, 32164, 32531, 32630, 32717, 32811.
Minimally Brain Injured 10297, 10573, 10833.
Motor Development 10573, 10833, 21265, 30064, 31591, 32811.
Motor Reactions 21458, 30064.
Movement Education 31591, 32514.
Multiply Handicapped 10872, 31121, 31956.
Muscular Strength 21079, 21458, 23514.
Music 10093, 10570, 10679, 11514, 11550, 20468, 20980, 21458, 30049, 31632, 32630.
National Easter Seal Society for Crippled Children and Adults 31892.
National Organizations 22301.
National Therapeutic Recreation Society 22301.
Neurologically Handicapped 20969, 30710.
Nutrition 10121.
Occupational Therapy 23514.
Older Adults 10121.
Ophthalmology 10297.
Outdoor Education 12024, 22302, 31892.
Painting 10679.
Parent Attitudes 10297, 10456, 10872.
Parent Counseling 10297.
Parent Education 32531.
Parent Role 32531.
Partially Sighted 20763.
Participant Satisfaction 10456.
Pennsylvania 30949.
Perceptual Development 10297.
Perceptual Motor Coordination 10297, 10573, 11514, 11543, 21458, 30049, 30064, 30710, 33001.
Perceptual Motor Learning 10573, 10803, 31591, 33001.
Personal Adjustment 12024.
Personality Change 33131.
Personality Development 33131.
Physical Activities 10093, 10384, 10570, 10573, 10803, 10833, 11072, 11514, 11543, 20969, 21079, 21458, 21800, 22728, 23514, 30049, 30064, 30570, 30710, 31013, 31591, 31632, 32072, 32399, 32514, 32628, 32630, 32717, 32811, 33001, 33168.
Physical Development 33001, 33168.
Physical Education 10093, 10121, 10328, 10384, 10573, 10803, 10833, 11072, 11319, 11543, 11550, 12024, 20763, 20969, 21079, 21467, 21779, 21800, 22728-22729, 30064, 30710, 31470, 31591, 32072, 32164, 32399-32400, 32717, 33001, 33168.
Physical Fitness 10121, 10328, 10872, 11550, 21079, 21265, 22728-22729, 31822, 32072.
Physical Handicaps 11072.
Physical Therapy 21079, 23514.
Physically Handicapped 10121, 10384, 10803, 10872, 11072, 20969, 21079, 21467, 21800, 23514, 30570, 30658, 30710, 32628, 33050.
Playground Activities 10679.
Primary Grades 10297, 11319.
Professional Education 22302.
Program Descriptions 10573, 10872, 11072, 21079, 30064, 31956, 32164.
Program Design 32630.
Program Evaluation 10456, 10872, 21464, 21467.
Program Planning 10297, 10456, 10570, 11072, 20980, 21079, 21464, 22301-22302, 30519.
Psychological Characteristics 10121.
Psychomotor Skills 10328, 10573, 11543, 21265, 21458, 30049, 32811.
Questionnaires 10456, 10872.
Records (Forms) 21779, 30519.
Recreation 10093, 10297, 10384, 10456, 10570, 10679, 10872, 11319, 20468, 20763, 20980, 21464, 21779, 22301-22302, 23408, 30570, 31013, 31632, 31892, 32164, 32531, 32717, 33050.
Recreational Activities 10093, 10297, 10384, 10456, 10679, 11543, 11550, 20409, 20468, 20980, 21464, 21779, 22747, 30658.
Recreational Facilities 21779, 22301.
Recreational Programs 10093, 10297, 10456, 10570, 12024, 20468, 21467, 21800, 22301-22302, 23408, 30570, 31013, 31121, 32628, 32717.
Recruitment 21467.
Reference Books 22302.
Rehabilitation 31013, 31632.
Rehabilitation Programs 21079, 23514.
Reinforcement 21779.
Remedial Programs 11072.
Residential Programs 22302, 31892.
Residential Schools 11319.
Sciences 12024.
Scouting 22747, 32628.
Secondary Grades 11319.
Self Care Skills 10456.
Self Concept 12024, 21458.
Self Control 30949.
Sequential Learning 21779, 31470.
Services 21467, 32059.
Sex Differences 10833, 21265.
Skill Development 10573, 11543, 30064, 31470, 32072, 33168.
Social Adjustment 10328, 21079.
Social Development 10570, 10833, 33131.
Social Work 20980.
Socialization 10297, 10803, 20409, 20980.
Socially Maladjusted 10121, 30949.
Sociometric Techniques 12024.
Special Health Problems 10384, 20969, 31632, 31892, 33131.
Staff Role 30519.
State Programs 11072.
Student Adjustment 10384.
Student Attitudes 10872.
Student Evaluation 10872, 11543, 12024, 20763, 22728.
Summer Programs 10297, 10872, 12024, 22301, 31892.
Swimming 21779, 30519, 31412, 31956, 32400.
Teacher Attitudes 10872.
Teacher Role 11514.
Teaching Guides 10093, 20763, 31412, 32514, 32811.
Teaching Methods 10121, 10803, 11514, 11543, 11550, 20763, 20969, 21079, 21458, 21779, 22728, 30064, 30519, 31412, 32399-32400.
Testing 10573, 10872, 12024, 21265, 21458, 22728-22729, 31822.
Theories 31591.
Therapeutic Environment 30949.
Therapy 22301.
Trainable Mentally Handicapped 10456, 10679, 10803, 11550, 22302, 22728-22729, 30519, 32531, 32630.
Trampolines 30710, 33168.
Transportation 30658, 33050.
Travel 30658.
Tumbling 11550.
Unit Plan 11543.
Visually Handicapped 10121, 10384, 11319, 20763, 20969, 20980, 21467, 22301, 31591, 31956, 32399.
Visually Handicapped Mobility 20763.
Visually Handicapped Orientation 20763.
Vocational Education 10803.
Volunteers 20980.
Wheelchair Sports 30570.
Wisconsin 32164.
Work Experience Programs 10803.
Workshops 11514, 20763.
Young Adults 10456, 10570.

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